









Educational achievement

Wellbeing and engagement Culture and inclusion

2024 ANNUAL IMPLEMENTATION PLAN

Our Vision - A culture for learning, teaching with impact and learning growth for every student.

Our Explicit Improvement Agenda: Domain 6: Systematic curriculum delivery. Domain 8: Effective pedagogical practices. Domain 7: Differentiated teaching and learning.

School priority 1: (Domain 6) Collaboratively develop:	Monitoring				Long term measurable/desired outcomes: A 1% per annum improvement in student academic performance measures, that by 2027 from Years 7 to 12 • A-C at > 98% • A > 35% • 0% E and Not Rated • 0% Closing the Gap • Effort & Behaviour results 100%	AIP measurable/desired outcomes:	
 a. aligned curriculum planning, ensuring there is progressive development of higher order thinking skills consistent with the school's pedagogical practices 'Learning@Cav' to further challenge all students. b. an agreed whole-school approach to moderation across multiple junctures to ensure consistency of teacher judgement and inform teaching and learning. 	Term 1 Term 2 Term 3 Term 4			Term 4		 A-C at > 95% A > 30% 0% E and Not Rated 0% Closing the Gap Effort & Behaviour results 100% Attendance exceeds 91% 	
 Strategies: Support teacher judgments to inform teaching and learning by designing an agreed schoolwide curriculum planning and moderation approach that aligns to the revised P - 12 Curriculum, Assessment and Reporting Framework (CARF) that is also consistent in the application of evidence of Learning@Cav. Design a school-wide systematic approach to sharing best practice among Heads of Department and teachers to leading and implementing moderation of teacher judgments and to inform teaching and learning. 	On-going				 Attendance exceeds 92% Student Disciplinary Absences <1% of enrolment per term Junior secondary "On track for success" English and Mathematics by 2027 A-C at 98% A-B achievement 78% A-C Effort & Behaviour 98% Senior Secondary "Ready for the future" that for each year by 2027 100% QCE/QCIA is maintained 35% students achieve ATAR >92 95% students achieve ATAR >65 0% students to post -school destinations Signature practices 3 level planning is evident in every faculty and provides for differentiation to meet needs of all learners Assessment is quality assured for alignment to AC requirement, Senior, Inclusive & Differentiated 	 Attendance exceeds 51% Student Disciplinary Absences <1% of enrolment per term A-C at 96% A-B achievement 76% A-C Effort & Behaviour 98% 100% QCE/QCIA is maintained 100% QCE/QCIA is maintained >35% students achieve ATAR >92 >95% students achieve ATAR >65 0% students achieve ATAR <30 >96% students to post -school destinations 	
 Actions: Implement a 4-year plan detailing key actions, timelines and expected outcomes including curriculum alignment and progressive development of HOT skills in learning. Provide professional learning to Heads of Department and teachers to develop learning programs that facilitate learning from surface, to deep, to transfer. Co-design school-wide moderation practices and behaviours with an emphasis on refining those junctures that inform teaching and learning. Share best practice as a PLT among Heads of Department and teachers of implementing moderation of teacher judgments to inform teaching and learning. 	1 1		√ √ √	√ √	Responsible officer(s): Head of School – Teaching & Learning Head of Department – Teaching & Learning Innovation Head of School – Curriculum Executive Principal Heads of Department (Curriculum)	Resources: Australian Curriculum V9.0 Various professional learning & development	

School priority 2: (Domain 8)		Moni	toring		Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Deepen staff knowledge and engagement with 'Learning@Cav' through professional learning and opportunities to engage in targeted observation, feedback and mentoring models for all teaching staff.	Term 1	Term 2	Term 3	Term 4	 Signature practices A repertoire of visible and measurably impactful teaching is evident across the school including 3 level planning in Junior school and 100% reliability 	100% of QCAA programs and assessment endorsed and confirmed All 3 phases of"Learning@Cav" are reflected in unit lesson planning
 Strategies: Continue to build the capability of staff to further enhance the impact and effective classroom implementation of "Learning@Cav" and feedback strategies as key drivers to support successful learning for all students. Develop the network of mentor and key teachers to lead faculty specific, quality assured inclusive differentiation strategies of agreed high impact embedded in both curriculum planning and classroom practices. Create a line of sight of professional learning, to teacher capability, and student learning outcomes. 		On-g	going	1	 of QCAA confirmation, endorsement and moderation Annual Performance Development Planning directly tracable to the school's Professional Learning Plan and professional learning budget Investing in a system of professional observation, feedback, coaching and modelling A taxonomic teaching and learning approach informed by the "Learning@Cav" action research is embedded across the school in professional practice Collegiate behaviours Staff share and de-privatise their practice by 	 100% of staff complete APDP and School opinion survey >95% staff satisfied with PD > 95% of students that "Teachers provide useful feedback" >80% students "like school" 100% of staff enrolled in faculty based PLT 100% of staff paticipate in term monitoring data cycles
					 Seeking professional opportunities and are provided a framework of access to peer to peer, mentoring and coaching appropriate to their career phase 	

o Co-design and collaboration informs core busines, routines of learning, and student progress monitoring

Actions:				Responsible officer(s):	Resources:
Review Cavendish Road SHS Collegial Engagement in Classrooms document and collate current practices. Co-design and implement an agreed systematic and schoolwide approach to observation, feedback, coaching and modelling. Quality assure alignment of individual APDP (Annual Performance Development Planning with school plans and goals. The school's Professional Learning Plan reflects school and system priorities to support & develop the capabilities of teachers & leaders in line with the school's EIA. Harness the capability of Highly Accomplished, Experienced and Senior Teachers to lead, implement, carry, and model action research-based applications of highly competent and effective teaching and learning within the "Learning@Cav" approach. Co-design and implement a mentor program for each stage of profession; beginning and establishing teachers, experienced teachers, highly accomplished teachers, middle and executive leaders and aspirants. Develop capability of executive and senior instructional leadership through connections with the Leadership Futures Institute. Develop and implement a school based aspirant leadership and shadowing program. Continue the beginning and early career teachers' program. Continue the beginning and early career teachers' program.	√ √ √ √	✓ ✓ ✓ ✓ ✓	1 1 1 1	Head of School – Teaching & Learning Head of Department – Teaching, Learning & Innovation Head of School – Teaching & Learning Head of School – Teaching & Learning Heads of Department Head of School – Teaching & Learning Heads of Department (Curriculum) All staff Deputy Principal – Capability Executive Principal	School Professional Learning Plan "Learning@Cav" Future Leaders' Institute

School priority 3: (Domain 7)		Moni	toring		 Long term measurable/desired outcomes: A Multi Tiered Support System is evident in practice, recorded and regularly monitored All support teaching and non-teaching staff are integrated and have a role description All NCCD students have a learnng profile made available to teachers and co- ordinated support is 	 AIP measurable/desired outcomes: Signature practices 100% teachers continue to be provided with and have access to real time data placemats to inform effective teaching and learning and differentiation requirements for all students Specialist support staff skills are shared with all teaching staff to build broader
 Design a Multi-Tiered System of Support (MTSS), maximising the combined expertise of learning support and education support services, to align targeted supports for students with diverse learning needs. Strategies: Create a "one-team" approach to specialised differentiation to deliver on NCCD obligations. Collaboratively develop and articulate for high levels of understanding by all stiffs of a support service of the line in MTSC (1994). 		Term 2 On- _f	Term 3	Term 4		
 all staff, of a support team process of delivering MTSS (Multi-Tiered System of Support) across the school. Create clear processes for identifying needs of individual students, feedback from teachers, and sharing reports from specialist external organisations for that purpose. Staff with specialist expertise to determine appropriate intervention programs and collaboratively plan and deliver those programs. Increase staff collaboration, collective ownership and efficacy of differentiation and support. Active utilisation of welfare data, to support student wellbeing case management through the sectors to facilitate broader wellbeing initiatives and targeted support. 		 delivered and recorded NCCD informs the integration of student education support services, deployment and resourcing 100% of NCCD students have an appropriate plan >90% students on an ICP and receiving adjustments achieve >C 	 Collegiate behaviours 100% staff are familiar with the MTSS, its influence on classroom practice and accountabilities Staff are able to use and share data that informs their practice and 100% staff able to differentiate for studen acess to the curriculum, make reasonabl adjustments where required and modify teaching style and practice 			
 Actions: Specialist team Co-design the Integration of education and special and education service teams. Identify, define and publish key roles and responsibilities within the team and across the school. Implement a research based MTSS (Multi-Tiered System of Support) and make connections with like schools. Identify specialist needs and gaps and co-design PD (Professional Development) for teachers and support staff. Inclusion staff lead, share, model and support inclusive and differentiated practice. Implement intervention programs that align with the needs of identified students. Collect feedback from teachers, reports from specialist external organisations and analyse data to track student progress and needs and refine. 	√ √ √		* * * *	√ √ √	Responsible officer(s): Heads of Department – Student Support Services Heads of Department – Student Support Services Student Support Services Team Heads of Department (Curriculum)	Resources: NCCD AVT Services I4S Autism Hub Region Transition Officer

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

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Executive Principal

P&C President